Lorraine Vazquez

Wiki 6

1. Gabbitas, B., Merrill, P. and South, J. (2008). Designing video narratives to contextualize content for ESL learners: a design process case study. *Interactive learning environment.* 16(3)231-243.

This article discusses the idea of creative videos for ESL students to learn more conversational language; it gives guidelines on how to create these videos for them to be highly effective in the classroom. It shows how when the students like the videos they are watching they seem to enjoy and learn more. They do take time to mention that in order to have great videos the school must be prepared to spend high amounts of money.

1. Migliorino, P., (2011). Digital technologies can unite but also divide: clad communities in the digital age. *Aplis*. 24(3) 107-110.

This article talks about the Cald community in Australia and how they can highly benefit from having technology introduced early on in their arrival. They mention that it can help linguistically and how it can unite the communities. This article does mention the negative views of technology as well they mention that if the community does not have enough resources then they get lost and become forgotten. The government is trying to introduce technology from an early age in order for the community itself to become technologically literate.

1. Ajayi, L., (2009). English as a second language learners’ exploration of multimodal texts a in a junior high school. *Journal of adolescent & adult literacy.* 52(7) 585-595.

This article test the many modalities that can be used in the classroom in order to connect the students with the real world by introducing different types of ways to encourage children to read different types of text. This specific article has a group of students create and discuss advertisements for cell phones. This case study shows that when students are interested and involved in their assignments they perform at grader levels. It shows how introducing technological aspects in our community have the children more interested and therefore more engaged.

1. Rance-Roney,J., (2010). Jump-starting language and schema for English-language learners: teacher-composed digital jumpstarts for academic reading. Journal of adolescent & adult literacy. 53(5)386-395

This article focuses on how digital storytelling can benefit ESL students. It talks about how it can be fun and can help develop many skills at the time. The students can bring in their culture and feel free to make creations given their theme. It also points out that teachers should be supplied with the tools necessary in order to fully be able to model and guide the students through their creations.

1. Roman-Perez, R., (2003). Whatever works, electronic chicken soup for reluctant ESL writers. *The clearing house.* 76(6)310-314.

This article is about a teacher talking about how journal writing was a problem in her classroom until she realized that in order to have the students want to write they should be interested on what they have to write about. The teacher discovered how the students were highly interested in the Chicken Soup series, and so she decided to have the students have the stories emailed to themselves every day in order for them to read them and have something to talk about in class and encourage the journal writing in class. This article gives computers in the classroom a positive and useful source for ESL students.